

Exploring Procedural Text

Lesson Preparation

Daily Lesson 20	READING	
	TEKS E1.Fig19A, B E1.11A, B	Ongoing TEKS
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Authors develop and refine their ideas for communicating, connecting with others, and clarifying their own thinking. <p>— How does making connections to text impact understanding?</p>	
Vocabulary of Instruction		
Materials	<ul style="list-style-type: none"> Reader's Notebook (1 per student) Writer's Notebook (1 per student) Teacher Reader's Notebook (1) Example procedural text (1) 4 new, brief procedural texts (1 per student) Chart paper (if applicable) 	
Attachments and Resources	<ul style="list-style-type: none"> Teacher Resource: English I Unit 03 Writing Appetizer (1) 	
Advance Preparation	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Label procedural texts A,B,C and D. Copies of each text for each student will be necessary but students will be assigned to work on only A, B, C, or D. For example, if you have 24 students, six students will be assigned A, six assigned B, etc. Select a new procedural text to use for modeling. Refer to Teacher Resource: English I Unit 03 Writing Appetizer. Prepare accordingly. 	
Background Information	This Instructional Routine partially assesses Performance Indicator: <i>"Read a procedural text and analyze the clarity of the information presented. Rewrite a portion or all of the text to improve the clarity. Share with a partner to evaluate the effectiveness of the revisions."</i>	
Teacher Notes	Depending on the level of your students, it may be necessary to remove parts of the new procedural text. This will allow students who struggle to focus on a selected portion instead of the text as a whole.	

Instructional Routines

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Duration and Objective	<p>Suggested Duration: 50-60 min.</p> <p><u>Content Objective</u>: Students analyze the clarity of procedural texts and revise for improved clarity.</p>
Mini Lesson	<ol style="list-style-type: none"> 1. Writing Appetizer 2. Display Performance Indicator: <i>“Read a procedural text and analyze the clarity of the information presented. Rewrite a portion or all of the text to improve the clarity. Share with a partner to evaluate the effectiveness of the revisions.”</i> Clarify and discuss expectations as needed. 3. Review with students the information they have recorded in the Reader’s Notebook on procedural text. 4. Display example text. Think Aloud as you address the question: Overall, is this procedural text effective? Model crafting your response using textual evidence as support. 5. Continue to Think Aloud to select a section to revise. Ask: What improvements would improve its clarity and effectiveness? Discuss responses. Model making changes to improve the clarity of the text. 6. Distribute the new procedural texts to students, assigning A, B, C, or D randomly.
Learning Applications	<ol style="list-style-type: none"> 1. Students read and analyze their assigned procedural text for clarity of purpose. 2. Students select a portion (or all) of the text to revise to improve the overall clarity.
Closure	<ol style="list-style-type: none"> 1. Ask: Why must the purpose of a procedural text be very clear to the reader? Discuss responses.